DOCUMENT RESUME

ED 171 925 CE 020 441

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TITLE	Idaho State plan for Career Education, 1978-79.
INSTITUTION	Idaho State Dept. of Education, Boise.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C.
PUB DATE	Sep 78
GRANT	G007701099
NOTE	91p.; For a related document see CE 020 442
EDRS PRICE	MF01/PC04 Plus Postage.
DESCRIPTORS	Adult Education; *Career Education; Curriculum; *Educational Assessment; Educational Change; Educational Finance; *Educational Objectives; *Educational Planning; *Educational Strategies; Elementary Secondary Education; Evaluation Methods; Information Dissemination; *Statewide Planning; Teacher Education
IDENTIFIERS	*Idaho

ABSTRACT

In accordance with PL 93-380, Section 406, calling for the development of state plans for career education, this plan deals with elementary and secondary schools in Idaho. Following the definition of career education is a section on its conceptual base. The next section discusses career education as meeting a demand for educational reform. Then, previous career education efforts in Idaho are reviewed. Career education goals are identified for both the state department of education and the state itself. Target student learner outcomes are outlined for the following areas: (1) educational awareness, (2) self awareness, (3) occupational awareness, (4) decision making, (5) economic awareness, (6) leisure awareness, and (7) work entry preparation. Various program strategies are considered, such as curriculum infusion, special courses, guidance counseling, and placement. To aid in the successful local development of career education, a section is provided on activities shown to have functioned significantly in demonstration projects. Charts are included for both short- and long-range process goals, specifying activities, strategies, and parties responsible for meeting each goal. Evaluation of the state plan focuses on four aspects: content, input (which assesses attitudes and resources), process (which assesses strategies and activities), and product. Also included are plans for dissemination; funding; adult and postsecondary career education activities; planning, implementation, and administration by state education agency; organization and role of advisory council; assessment of career education needs; training and retraining of school personnel; and timelines for the state plan's development. (ELG)

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ED171925

IDAHO STATE PLAN

FOR

CAREER EDUCATION

1978-79

IDAHO STATE DEPARTMENT OF EDUCATION

Approved by

The Idaho State Board of Education

on September 8, 1978

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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ACKNOWLEDGEMENTS

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State Advisory Council for Career Education
Eight Pilot School Districts

McCall-Donnelly
Nampa
Minidoka
Pocatello
Snake River
Idaho Falls
Salmon
Coeur d'Alene

We acknowledge the effort of many individuals who contributed information, attended planning sessions, analyzed data, contributed pertinent information and reviewed the numerous drafts of this document. We extend our thanks and solicit continued involvement and support.

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The material in this publication was prepared pursuant to a grant from the Office of Education, U.S. Department of Health, Education and Welfare. However, points of view or opinions expressed do not necessarily represent policies or positions of the Office of Education. Grant #G007701099.

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BACKGROUND INFORMATION

In Section 406 of PL 93-380, Congress called for developing a comprehensive State Plan for implementing career education in the elementary and secondary schools of the state. The plan must set forth at least the following:

I. The State educational agency's definition of career education and the conceptual base upon which career education within the State rests;

II. The need for career education within the State;

III. Career education efforts and accomplishments to date to meet identified needs within the State, including an assessment of existing programs, practices, and materials;

IV. The objectives for the short range (one year) and long range (five years) implementation of career education within the State (the one-year objectives and plan must cover school year 1978-1979 and the five year objectives and plan must cover school year 1978-1979 through school year 1982-1983 inclusive);

V. The strategies, activities, and resources to be utilized in implementing the short-and long-range plan in the following areas:

A. Curriculum changes, including experiential learning outside of the school building and changes in vocational education;

B. Career counseling, career guidance, career placement and followup;

C. Meeting the career education needs of special groups, including the handicapped and other educationally disadvantaged students and eliminating the stereotyping of career opportunities by race or by sex;

D. Involving the business-labor-industry-professional-government community in career education;

E. Involving the home and family structure in career education; and

F. Training and retraining, both pre- and inservice, for personnel to enable them to implement career education;

VI. Plans for evaluating the effectiveness of career education input processes, and outcomes in local educational agencies and personnel training programs;

VII. Plans for disseminating information about career education, career education practices and products, and the results of career education efforts to interested persons within the State;

VIII. The funding that will be needed to implement the various components of the one year and five year plans and the sources of the necessary funding, where these sources are available;

IX. The relationship of the State plan for career education to career education activities being carried out and contemplated in post-secondary and adult education settings; and,

X. The manner in which the plan is to be implemented and administered by the State educational agency, including allocation of resources, management of activities, provision of assistance to others within the State, staffing for career education within the State educational agency, and the relationship of the career education plan to other planning efforts at the State level (e.g. Vocational Education State Plan, Title III State Plan, etc.).

The Idaho State Department of Education was responsible for writing proposals for FY77 and FY78 for these funds. A grant for each of these years was received to plan on the state level for career education. This Idaho State Plan for Career Education K-12 is the result.

The main thrust of career education is to prepare all students for a successful life of work by increasing their options for occupational choice and by enhancing learning achievement in all subject areas and at all levels of education. The general goals of the exemplary program in career education include the development of:

A. favorable attitudes toward the personal, psychological, social and economic significance of work;

B. appreciation for the worth of all types and levels of work;

C. skills in decision-making for choosing and changing career directions;

D. a capability for making considered choices of career goals, based upon the development of self in relation to the range of career options;

E. a capacity for charting a course for realization of self-established career goals in keeping with individual desires, needs and opportunities; and,

F. the knowledge, skills and attitudes necessary for entry and success in a career.

I. DEFINITION OF CAREER EDUCATION

A. Definition:

Career education refers to the lifelong experiences, activities, and programs through which one learns about, and prepares for, meaningful work. It includes experiences and activities in self-awareness, awareness of the world of work, exploration of occupations, decision-making, career preparation, work experience, citizenship responsibilities and lifelong education. In the school setting, career education is an integral part of the total educational program. As an integral part of education it is a concept that includes as its main thrust the preparation of all students for a successful life of work by increasing their options for occupational choice and attainment of job skills, and by enhancing learning achievement in all subject matter areas. Career education is a series of growth experiences which begins in the home and continues at the pre-school and elementary, junior high and senior high, post-secondary and adult levels of education. Emphasis is placed on career awareness, orientation and exploration of the world of work, decision-making relative to additional education, preparation for employment, and understanding the interrelationship between a career and one's life style. It provides purposefully planned and meaningfully taught experiences which contribute to self-development as it relates to various career patterns. Career education calls for a total effort of the home, school and community to help all individuals become familiar with the values of a work oriented society, to integrate these values in their lives in a way that work becomes useful, meaningful and satisfying.

Career education differs in a number of ways from vocational education. Rather than providing training for a specific vocation, it emphasizes a broad orientation to the world of work by fostering an understanding of the socioeconomic

structure of our society. In the public school program, the three phase career education concept seems to be advisable. Positive self concept is stressed in the primary grades. Career awareness may be appropriate at any level but the elementary program concentrates on this phase of career education. Career exploration may begin in the elementary programs but is developed in the junior high and high schools. Vocational programs may be available for career preparation both in the schools and community. As career plans change, individuals may go through the career awareness, exploration, and preparation many times before, and even after retirement.

Career education, as defined by the USOE, is the totality of experience which contributes to and shapes one's career development. The role of our educational institutions in career development has necessitated formulation of philosophies, strategies, and programs referred to as career education. Career education includes, but is not limited to, learning experiences in the following areas as they relate to work:

Appreciation and attitudes
Self awareness
Decision making
Educational awareness
Career awareness
Economic awareness
Skill awareness
Employability skills

B. Implications of the Definition:

1. Career education is for all people.
2. Career education is lifelong in nature.
3. Career education is a means (experiences, activities, programs of instruction, etc.) to the process of career and life development.
4. Career education is goal-oriented toward self-fulfillment or self-realization through work, whether paid or unpaid.
5. Career education is provided through a variety of institutions (home, school, church, community, work, etc.) offering a multiplicity of experiences.
6. In the school setting, career education is woven, or infused, into the curriculum rather than existing as a separate course or program.
7. The family, school and community are all involved in cooperative career education efforts.
8. Career education promotes positive attitudes and values toward oneself, work, acceptance of others and the individual's role in society.
9. Career education improves self-esteem through greater emphasis on value clarification and communication skills.
10. An individual's freedom to choose -- making and implementing career decisions -- is essential to career education.

II. CONCEPTUAL BASE FOR CAREER EDUCATION

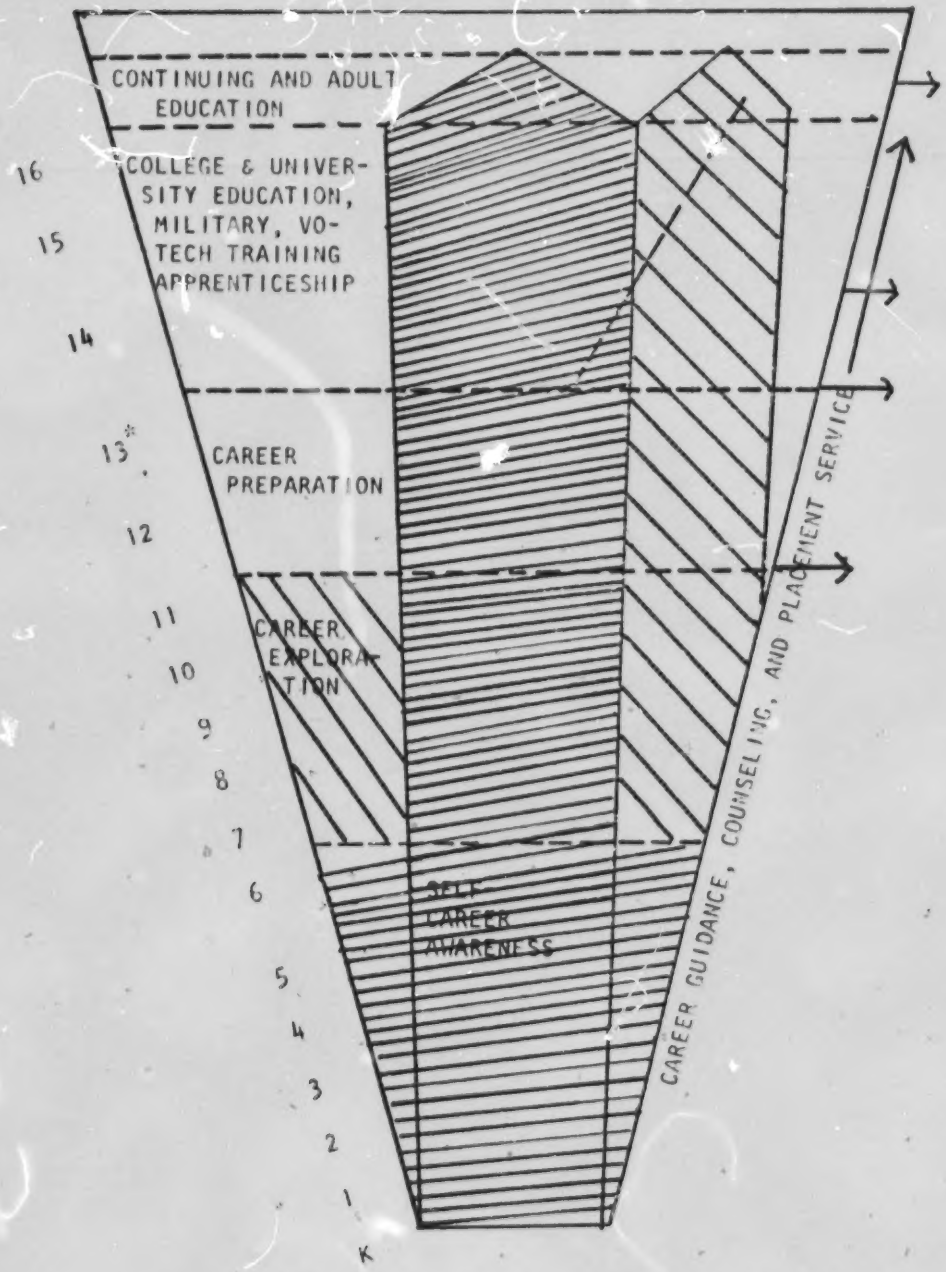
Career education, as a major emphasis in American education, represents a response to the call for basic changes in the educational system that are urgently needed. In the relatively brief time since the concept was introduced it has met with a high degree of acceptance. The Council of Chief State School Officers believes that the concept of career education offers considerable promise for resolving some of the problems that have led to a call for reform in American education. It

helps answer the question, "What is the purpose of the school?" Its base is found in the history of American education reflecting various movements that have changed and shaped the nature of education in the last two hundred years. Career education attempts to answer the current cry for more relevancy to the "real" world, and is one visible solution to resolving the identified need for a reform in education. As an integral part of school curriculum career education serves as a vehicle to make schooling more meaningful and worthwhile.

Career education serves all people, youth through adult, and is developmental in nature. It aims to show students the relationship between school and the world of work. It helps students to become aware of the world around them and to appreciate schools as a place where aptitudes and interests, when combined, can be used as a basis for human growth and career development. As such, career education offers a means by which educators can motivate students. It develops in students an appreciation of the values of a work-oriented society. It enhances the development of positive attitudes toward self, family, others, school, jobs and societal responsibilities.

Career education helps students appreciate non-traditional work roles that individuals play in society. It helps to eliminate sex role stereotyping in the world of work. It helps students understand and appreciate the various life roles in which all individuals at one time or another may participate, such as consumer, producer, wage earner, responsible citizen, family member, and leisure-time participant. Through career education individuals discover the ways that their responsibilities and obligations are satisfactorily fulfilled in society. Career education aims at helping students learn how to make realistic career decisions by providing them with varied, objective and reliable information. Such data is valuable because it is the only responsible way to help students plan for the future and anticipate future job trends and opportunities. Career education re-emphasizes the relevancy of the school's curriculum. The State Department of Education model for career education in Idaho is illustrated on the following page.

AN INTEGRAL PART OF A STUDENT'S TOTAL EDUCATION



*NOTE: Career awareness, career exploration and career preparation may overlap and need not be exclusive to one grade level. Employment may occur at all levels.

The components of the conceptual base of career education are:

A. Self and Career Awareness:

1. Self-awareness refers to one's attitudes, values, interests and abilities relative to self and others. An awareness of oneself is first acquired in the home and develops as the child grows and matures. Through the educational program students are provided experiences and activities that lead to awareness of personal interests, abilities, attitudes and values. Education also provides activities that help students develop a tolerance and understanding for self and for others.

   Through self-assessment and evaluation one becomes more sophisticated in his/her awareness of values and attitudes, talents and abilities, physical limitations and capabilities, and begins to acquire self-identity and self-esteem.

2. Career awareness is the component of career education represented by one's knowledge of, and relationship to, the world of work. It is being aware of the wide variety of careers in society, different life styles, rewards and working conditions associated with various careers. Career awareness also includes a knowledge of differing educational and training requirements for different careers. It involves the awareness that one's career is intricately tied to one's lifestyle. Both career and self-awareness receive emphasis in the elementary grades (K-6) with the goal of cultivating in students an awareness that people are involved in and affected by the world of work.

B. Career Exploration:

Career exploration is the component of orientation, observation, investigation and "hands-on" experience of the world of work. Through exploration a student actually experiences various careers and integrates these experiences into his/her career development. Career exploration also involves decision making to explore and personally integrate life goals. Career exploration is that aspect of a career education program which receives emphasis in grades 7-10.

C. Career Preparation:

Career preparation involves acquiring or reinforcing social, communicative and computational skills -- specific job skills that are necessary for entry and success in occupational areas. Career preparation focuses on advanced training related to career objectives and is emphasized in grades 11 through adulthood.

D. Adult and Continuing Education:

Adult and continuing education is the component embracing the concept that learning is a lifelong process. It is characterized by continuous decision making, achieving ever new levels of awareness and growth. Thus an individual's innate need to achieve and learn is satisfied.

E. Career Placement:

Placement is the component leading toward a career goal and may include educational placement, job placement and choice of lifestyle. If programs are successfully meeting students' needs concerning career goals, the individuals choose areas in which

satisfaction and success occur. Career placement is the real source of accountability for counselors, teachers and society, in general.

F. Employment:

Employment allows one to gain entry into and attain a degree of success in his/her chosen occupation. Employment represents that aspect of career education where survival skills determine growth and change.

III. CONDITIONS INDICATING A NEED FOR EDUCATIONAL REFORM

Career education is a response to a demand for educational reform. It has arisen from a variety of sources, each of which has voiced concern about education as it currently exists. Such sources include students, parents, the business-industry-labor community, out-of-school youth, adults, educational leaders, minorities, the disadvantaged and the general public. While their specific concerns vary, all seem to agree that American education is in need of major reform at all levels. Career education is properly viewed as one of several possible responses.

A. According to the National Advisory Council on Career Education, reported July 1975, the prime criticism of American education which career education seeks to correct includes the following:

1. Too many persons leaving our educational system are deficient in the basic academic skills required for adaptability in today's rapidly changing society.

2. Too many fail to see meaningful relationships between what they are being asked to learn in school and what they will do when they leave the educational system. This is true of those who remain to graduate and those who drop out of the educational system.

3. American education, as currently structured, best meets the educational needs of that minority of persons who will someday become college graduates. It has not emphasized the educational needs of the vast majority of students who will never go to college.

4. American education has not kept pace with the rapidity of change in the post-industrial, occupational society. As a result, both over-educated and under-educated workers are present in large numbers. Both the boredom of the over-educated worker and the frustration of the under-educated worker have contributed to the growing presence of worker alienation in the total occupational society.

5. Too many persons leave our educational system at both the secondary and collegiate levels unable to make a successful transition from school to work. Many students are deficient in vocational skills.

6. The growing need for the presence of women in the work force has not been adequately reflected in either the educational or career options offered for females who are enrolled in our educational system.

7. The growing need for education of adults is not being adequately met by our current systems of public education.

8. Insufficient attention has been given to creating educational opportunities outside the structure of formal education.

9. The general public has been under-utilized in the formulation of educational policy.

10. American education, as currently structured, fails to meet the needs of disadvantaged persons (Indians, Mexican-Americans, culturally and economically deprived) in our society. Programs for the exceptional student (handicapped, gifted/talented) are inadequate to meet their career needs.

11. Post high school education has not adequately emphasized programs at levels below the baccalaureate degree, except for limited enrollment in the vocational schools.

12. Schools are having difficulty in adequately preparing individuals for their adult role and to cope with, or adjust to, the demands of society.

B. In addition to the NACCE report mentioned above citing a need for career education in Idaho, a rationale for career education is further based upon:

1. Career education is one of Idaho's "extremely critical needs" according to the Statewide Needs Assessment of 1973.

2. The Governor's Statewide Conference on Educational Needs, as a prelude to the published Needs Assessment, identified "extremely critical" educational needs of Idaho's youth. Many of the assessment results are related to career education and were listed as "extremely critical".

3. Needs Assessment of Idaho schools: Seventy four school districts' Needs Assessments compiled in 1978 indicated an "extremely critical need" for career education. (Summary Report: Idaho School Districts Needs Assessments, 1977-78).

4. Career Education Survey of Idaho's Manufacturers - 1977 showed a strong, positive attitude of employers toward career education.

5. A drop-out survey was administered to Idaho G.E.D. (General Education Development) applicants in 1977. It supported the contention that the lack of a well-rounded career education program complete with adequate career guidance and counseling and a well defined vocational education program is a contributing factor for Idaho students who "drop out" of school.

6. The Summation of Needs from the Elementary Approval Documents: 1977-78 (Idaho) indicated a high priority need for "Vocational Education/Career Education" at the elementary level.

IV. IDAHO CAREER EDUCATION EFFORTS TO DATE

The State Department of Education (SDE) has been actively involved with career education since Dr. Sidney Marland, Jr. introduced it to public school administrators in 1967 at Houston, Texas. Through workshops, news releases and publications, the SDE has introduced career education to Idaho schools. Career education activities undertaken by the SDE include, but are not limited to:

- Publication: Career Education: Guidance Counseling Placement Guide.

- Publication: Idaho Career Education Program Developer's Guide to Selected Resources

- Idaho Career Education State Plan will be finalized for distribution by July 1978.
- Funding an experimental based career education program at Idaho Falls High School, Idaho Falls, Idaho. (See Resource Guide).
- Development of a statewide career education workshop, conducted on October 3-4, 1977, in Pocatello, Idaho.
- Development of a statewide advisory board for career education.
- Hired a consultant for career education to work with local school districts to develop career education programs in local schools.
- Funded eight school districts throughout the state to study, give feedback, and validate the Idaho Career Education State Plan and to devise a local career education plan with one and five year goals.
- Conducted various studies relative to career education such as a needs assessment, a dropout study, and a survey of statewide business and industry.
- Developed a statewide experience based career education strategy plan.
- Conducted numerous career education and guidance workshops.

- The National Institute of Education granted time for the Northwest Regional Lab to conduct training sessions in the four models of Experience Based Career Education.
- The State Board of Vocational Education conducted a three-day training workshop for counselors in the Ohio State Rural America Career Guidance Program.
- Conducted sex/job stereotyping workshops.
- Identified individuals from the State of Idaho to serve in the state's Talent Bank. Such individuals are capable of providing career education services for local school districts.
- Represented Idaho on the Cooperative project of Alaska, Oregon, Washington and Idaho in improving career guidance skills of business, industry and educational personnel--a cadre approach.
- Numerous Title IV B Projects. (See Resource Guide.)
- Attended numerous conferences and workshops including the Commissioner's Houston Conference.

The State Department of education has also developed several innovative practices. Such practices include: (1) the use of the state's consultant for career education training and public relations (by local school districts), and (2) the use by local school districts of career education resource people. The Talent Bank Program allows local school districts to begin development of career education programs where otherwise lack of funds would be a deterrent. The State Department of Education provides remittance fees for school districts using the Talent Bank.

In addition to these practices, the State Department of Education has developed several resources which have proven invaluable to local schools. One resource is the Idaho Career Education Resource Guide. This guide identifies many resources, practices and procedures that classroom teachers and counselors can utilize. Information is also provided for special interest groups such as the handicapped, dropouts and underachievers. It is a useful guide for educational practitioners.

A second resource provided by the Division of Vocational Education for all Idaho Public Secondary Schools is the "The Idaho View Deck." This information resource allows school counselors to work closely with students in activities related to career exploration and planning. This resource allows students to match their individual traits with characteristics of specific occupations--such matching processes allow for better career decision making. An additional resource provided for the Northern Idaho school districts may be found at the Lewis and Clark Regional Career Education Center, Lewis and Clark College, Lewiston, Idaho. All resources are made available to interested local school districts. School districts have found these resources useful in the development and implementation of career education programs.

A brief overview of the State Department of Education's practices and resources suggests that the SDE is supportive of career education concepts and career education is becoming a priority for the State Department of Education's efforts and concerns.

V. STATE DEPARTMENT OF EDUCATION: GOALS AND ACTIVITIES

The State Department of Education will promote the development of career education in the state by:

A. Providing adequate information to legislators to encourage support for career education in the state of Idaho;

B. Maintaining channels of communication within the various departments of the State Department of Education and the State Board for Vocational Education for the purposes of cooperatively promoting career education;

C. Continuing communication between the State Department of Education and other state and federal agencies for the purpose of cooperatively promoting career education in the state of Idaho;

D. Encouraging and assisting the development and upgrading of career education programs at the local level;

E. Selecting target districts to critique the Career Education State Plan and develop compatible district plans;

F. Encouraging colleges and universities to provide career education programs for teachers in training, and in-service for certified teachers;

G. Identifying exemplary and model programs;

H. Aiding districts in writing proposals;

I. Training Idaho brokers in the four E.B.C.E. models; and,

J. Developing a Talent Bank of career education and EBCE trainers for school district staff development;

K. Cooperate with community schools, adult education, and the Department of Employment.

VI. IDAHO CAREER EDUCATION GOALS

Mission: To prepare each person for a meaningful career through home, school and community experiences.

A. PERFORMANCE GOALS

To accomplish the career education mission in Idaho, schools must strive to have students achieve the following performance goals:

1. Develop positive attitudes, values and habits as workers;

2. Develop skills in decision-making, goal-setting, job-hunting, job entry, and job retention;

3. Make use of career information and counseling resources to make wise career choices;

4. Make self-assessments and gain information about self-concept, interests, abilities and values;

5. Understand the importance of work in our society;

6. Understand the relationship between school, home, work, leisure time and life style;

7. Understand that jobs are available to all people dependent upon their capabilities, not their race, sex, or national origin.

B. PROCESS GOALS

The following process goals should be accomplished:

1. Expand and modify curriculum including, but not limited to, experiential learning to incorporate career education in both academic and vocational education;

2. Update the counseling services in Idaho to include career counseling, career guidance, career placement and follow-up;

3. Provide career education for all special groups (handicapped, disadvantaged and gifted/talented);

4. Eliminate the stereotyping of career opportunities by race or sex;

5. Involve business, labor, industry, professions, government and community in career education;

6. Provide for home and family involvement in career education; and,

7. Provide teacher education programs at the pre- and inservice levels enabling career education to be implemented K-12.

VII. TARGET STUDENT LEARNER OUTCOMES

The State Advisory Council for Career Education has approved seven general statements regarding student learner outcomes in career education. It is anticipated that school districts, in the development of career-relevant curricula, will use these outcome statements as a starting point.

A. EDUCATIONAL AWARENESS

Students will understand and appreciate the importance of education as it is related to work; develop healthy work habits and skills; and acquire knowledge and skills in basic subject matter and of occupations and careers.

B. SELF AWARENESS

Students will develop a positive self-concept; recognize their strengths, limitations, abilities and interests; develop necessary socialization skills, tolerance, flexibility and sensitivity toward others; and realize the importance of understanding one's self as these qualities relate to career choice and life style.

C. OCCUPATIONAL AWARENESS

Students will develop an understanding for the variety and complexity of occupational and career opportunities available; become aware of the personal characteristics required, and responsibilities inherent, in various career areas; acquire the requisite skills and education for a career of one's interest; understand that work is an integral part of one's life; and realize that sex role stereotyping limits career choice for everyone.

D. DECISION-MAKING AWARENESS

Students will recognize the need to plan for meaningful career choice; develop effective decision-making skills and learn to take responsibility for one's own actions and decisions.

E. ECONOMIC AWARENESS

Students will understand basic economic concepts and the relationships that exist between management and labor; develop an understanding of how technology, social change and the labor market affects the nation's economy; and acquire basic consumer and money management skills.

F. LEISURE AWARENESS

Students will develop positive attitudes toward leisure; recognize the need for a balanced healthy existence; understand that leisure can provide rewards similar to those received through work; and acquire skills in leisure time activities.

G. WORK ENTRY PREPARATION

Students will acquire understandings and skills related to seeking and gaining employment and remaining employed; or specialized vocational training when appropriate to the individual.

LEARNER OUTCOMES BY CATEGORY

A. Self

1. Vocabulary about Self - Develop vocabulary of self-characteristics.

2. Knowledge of Self - Develop a knowledge of unique personal characteristics. Understand the realtionship between self-characteristics and performance. Understand that personal characteristics can be changed. Recognize the relationship between self-characteristics and decision-making. Understand and use the concept "role." Develop an understanding of the concept "life style."

3. Attitudes about Self - Develop a positive self-concept. Recognize that development of self is constantly changing. Develop a sensitivity toward and an acceptance of others. Develop tolerance and flexibility in interpersonal relationships.

4. Skills for Self - Develop the necessary socialization skills.

B. Education

1. Vocabulary about Education - Acquire vocabulary for educational planning.

2. Knowledge about Education - Understand the interrelationship between education and work. Understand the need for continuing education in a changing world.

3. Attitudes about Education - Recognize the role of education in career and life goals. Recognize developmental processes ocurring in and out of school. Realize that technological changes demand retraining of workers. Develop basic attitudes needed for entry and success in a career. Recognize relationship of the school environment and the larger society.

4. Skills for Education - Acquire good work habits in preparing for a career.

C. Careers

1. Vocabulary about Careers - Acquire a vocabulary for describing the world of work.

2. Knowledge of Careers - Understand the variety and complexity of occupations and careers. Understand how occupations relate to the functions of society. Determine the characteristics and qualifications of occupations. Understand the process of developing a "career." Understand the relationship between occupational role and life style. Recognize the materials, processes and tools of occupational clusters.

3. Attitudes about Careers - Realize: work is an integral part of one's total life style. Develop positive attitudes toward employment. Realize one's success in work is affected by one's attitudes. Develop personal habits which are socially valued. Recognize that occupational stereotyping is undesirable. Be aware of the value of acquiring marketable skills. Be aware of one's own multi-potentiality as to marketable skills.

4. Skills for Careers - Develop the necessary educational and occupational competencies. Develop entry level skills in an area of high occupational interest.

D. Decision-making

1. Vocabulary for Decision-Making - Develop a vocabulary for stating and identifying personal goals. Apply a vocabulary of career exploration to decision-making.

2. Knowledge about Decision-Making - Understand that decision-making involves responsible action. Know that external factors affect decision-making and vice versa. Recognize

restrictions in the decision-making process. Recognize that decision-making involves some risk taking. Develop criteria for judging how careers meet life goals.

3. Attitudes about Decision-Making - Recognize the need for making a meaningful career choice. Develop a receptivity for new ideas and exploration of new ideas. Understand the need to take responsibility for one's own decisions.

4. Skills for Decision-Making - Develop effective decision-making strategies and skills.

E. Economics

1. Vocabulary about Economics - Develop a vocabulary for understanding economic principles.

2. Knowledge of Economics - Be familiar with basic economic concepts. Realize how the labor market affects the nation's economy. Understand the relationship of technology to the world of work. Understand the relationship between occupational roles, personal economics and life styles.

3. Attitudes about Economics - Recognize the role of work in economic independence. Recognize that society needs the labors of all its people. Realize that wages should not be the sole basis for career choice. Recognize that worker productivity is influenced by a variety of rewards.

4. Skills for Economics - Acquire basic money management skills. Be able to use economic information in decision-making. Acquire basic consumer skills.

F. Leisure

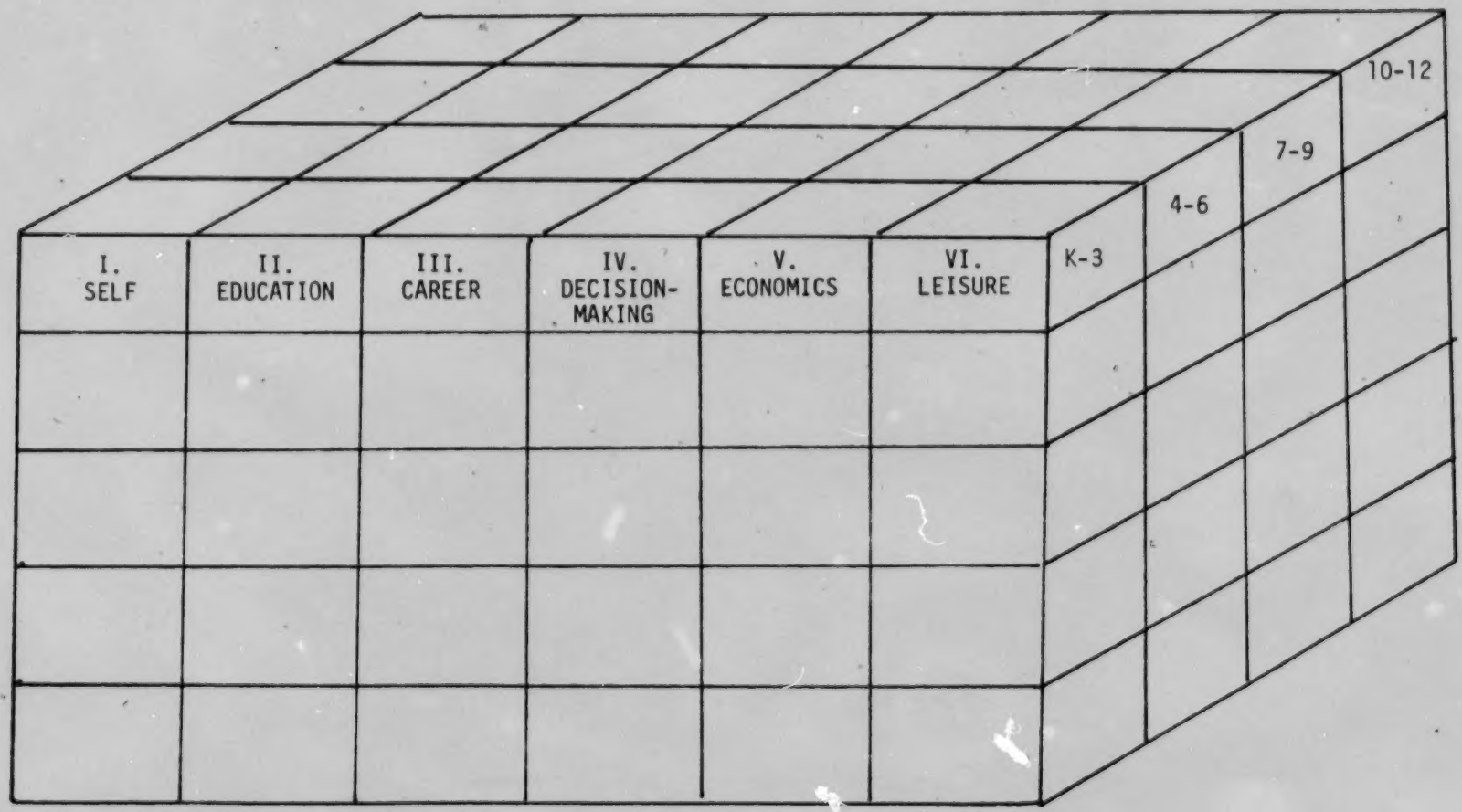
1. Vocabulary about Leisure - Develop a vocabulary to differentiate leisure time activities.

2. Knowledge of Leisure - Understand the differences between leisure time and idleness. Understand the interrelationships between leisure time and one's career. Understand that leisure time can provide some rewards of work.

3. Attitudes about Leisure - Develop positive attitudes toward the value of leisure time.

4. Skills for Leisure - Develop skills in leisure time activities.

CAREER DEVELOPMENT EDUCATION MODEL



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VIII. PROGRAM STRATEGIES FOR IDAHO SCHOOL DISTRICTS

What constitutes a comprehensive career education program at the district level? Numerous publications and documents are available which detail the essential elements necessary for a fully developed career education program. Such a program can be a mix of several approaches and strategies, organized so that anticipated student outcomes can be assured.

Most important, however, it should be understood that a loosely knit collection of vaguely related activities does not constitute a career education program. Career education is a process and relies for its success upon a systematic, planned, well articulated approach to the career growth of the individual.

A. CURRICULUM INFUSION

A key operational strategy in career education is that of weaving into the total curriculum the concepts of career development. As with many other aspects of human growth and development, the maturation of an individual regarding careers and the world of work is a long-term process. It is affected from the earliest years of childhood by many influences in the home, school, and community. The perceptions developed as a result have been found to be psychologically pervasive and in many ways limiting to the total personality development of individuals. The career a person elects to follow is a powerful determining force in the life style one leads.

It is increasingly evident that attention to the development and acquisition of knowledge, attitudes and skills related to one's career development cannot be deferred to later years in school. Likewise, responsibility for this concern cannot be sensibly vested in only one or two individuals in a school system. This is especially so if one accepts the premise that a primary mission of schools in our society is to prepare young people for adulthood - a major aspect of which is work.

Curriculum infusion simply requires that teachers teach what they usually teach - except - that they devise ways and means by which they communicate to students certain learnings essential to the career development process as a normal part of daily instruction. This should not be a haphazard effort on the part of teachers individually.

As with subject matter areas such as mathematics or English, certain concepts can be introduced at given grade levels. Reinforcement and expansion of these concepts must be planned for and sequenced so that student progress can be determined. Intrinsically, every school subject studied has a career purpose. In the infusion process, teachers should seize and capitalize upon the opportunities readily present in their daily instructional activities. With this approach, although incidental in nature, students will be better able to understand the relationship that exists between schooling and work.

B. SPECIAL UNITS AND COURSES

Although curriculum infusion should be considered the basic element of an integrated program for career education, teachers and administrators may well find need for activities of a more expansive type. A number of career development objectives can be emphasized through the use of special teaching units or specific courses (EBCE, for instance).

Development of special study units may occur as a result of an intensified interest on the part of students or teachers in any number of career related areas. Desire to gain greater depth of understanding of occupations, the world of work, one's personal attributes, the economic system, etc., might be the motivation for a teacher, or team of teachers, to develop classroom or independent study units. Such an effort should be a natural outgrowth of the instructional process.

Introduction of new courses and/or supplementary programs is an option that should be attempted only after the total career education needs of schools and community have been identified and thoroughly analyzed. Specific courses in decision-making, occupations, career planning, occupational education, and alternative programs such as Experience Based Career Education, work-experience and shadowing, are examples of activities that could be added to the overall school program. Many of these courses and programs provide excellent opportunities not only for career exploration, but also acquisition of vocational skills, various kinds of "hands-on" experiences and a better understanding of the community.

C. GUIDANCE, COUNSELING AND PLACEMENT

The activities of guidance personnel are considered by many to be central to the career education efforts in local school districts. This is indeed true. The role of counselors should be directed, for the most part, to the delivery of career guidance and counseling in group and individual settings. This is a prime function of guidance.

Beyond this, however, counselors could best serve as resource and support personnel to the district staff. Guidance people may be initiators, and even instructors, for courses in decision-making, occupations and career planning as a logical extension of the counseling process. Counselors are in an ideal position to act as a liaison with the business, industry, and labor community. In this regard, certain coordinative activities would be expected. However, districts would be well advised not to burden counselors with full responsibility for coordinating the entire district career education program unless individual competency and condition merit such a move. Career counseling expertise should not be sacrificed for administrative convenience.

Disagreement exists with regard to where responsibility for placement services should reside. Strictly speaking, this is not a pure counseling function. However, within the context of career guidance, job placement has become as relevant as educational placement has previously been for counselors. This issue should be resolved consistent with local district philosophy and policy. Useful models for counselor oriented and/or Bureau of Employment Security cooperation exist (See the Resource Guide).

IX. INGREDIENTS FOR A SUCCESSFUL DISTRICT-WIDE PROGRAM

Research drawn from national career education demonstration projects has provided information about the kinds of operational activities that tend to increase chances for successful local program development. The suggestions below represent activities which will significantly aid in putting together a well integrated career education program.

A. SCHOOL BOARD POLICY STATEMENT

Even if career education is mentioned in the district philosophy statement, it will be useful to have a specific board statement. This will help inform both staff and community resource persons and organizations that career education is a priority.

B. ADVISORY COUNCIL

Some kind of steering committee related to career education is essential. This group should be made up of people from the community as well as the school. Among the responsibilities they might assume are: identifying career education learner outcomes, identifying community resources, assisting in the development of a district plan for career education, assisting in a local needs assessment,

developing criteria for use of community resources, etc. To avoid unnecessary proliferation of committees a district should consider using or expanding existing school-community, vocational or curriculum councils.

C. FORMAL IMPLEMENTATION PLAN

To insure that student learning will be properly accomplished, objectives must be set, activities and responsibilities determined, and evaluation procedures planned. This may be the most essential ingredient of all. This can be an element of the district's long-range plan for instruction.

D. SPECIAL POPULATION PROGRAMS

Although most people follow a generally similar career development path, successful life progress is sometimes impeded by various physical, environmental or societal conditions. It is recommended that specific plans be made for handicapped, economically/educationally disadvantaged, and gifted/talented individuals.

E. NEEDS ASSESSMENT

Most districts conduct periodic assessments of educational needs. It is especially important that before attempting to develop a formal implementation plan, a district should try to determine what is already being done, by whom, and with what resources. An estimate of the status of pupil career development knowledge, attitudes and skills should also be obtained. These data can provide a base for an on-going evaluation of the total program.

F. CAREER RESOURCE CENTER

The presence of a career resource center is a key factor in career development programs. Every school building should have an area set aside for the purpose of collecting, displaying and giving assistance in the use of career related materials.

G. CAREER EDUCATION RESOURCE GUIDE

A catalog of all local human and material resources available to the staff is a logical and essential outgrowth of a community resource survey. This guide could well be a part of the overall district curriculum plan. Besides listing all kinds of published materials, this guide could be used to disseminate information about resource speakers, field trip sites and other permanent data. The Idaho Resource Guide should be an important part of this collection.

H. OTHER IMPORTANT CONSIDERATIONS

1. Sex/Racial Role Stereotyping

Few areas of life other than career and occupational choice are as greatly influenced by stereotyping of all kinds. Especially insidious are the perceptions related to kinds of work people might do. Materials selected for instructional use and career counseling of all pupils should be directed toward elimination of these constraining attitudes.

2. Evaluation

The success of any deliberately mounted program must be determined through a planned evaluation process. Measurement of pupil and program progress should

include both formative (on-going) and summative (final - or specific check point) evaluation procedures. This is an especially important component of any newly devised program.

3. Program Management

Responsibility for program management should be designated to one person in the district. Given the wide range of district involvement, a central office administrator would appear the logical choice in most places. Because of the extensive involvement with the community as well as the need to coordinate staff activities, a detailed plan for managing all elements is highly necessary.

4. Home and Family Involvement

A young person's career choice is a highly personal decision that is influenced by many factors. Not the least of these is the environment in which the individual lives. Ultimate achievement of career aspirations and goals frequently require commitment by other family members. It is highly important that career planning activities devised by the school include parents and/or significant persons. As part of this process, orientation and assistance to those so involved should be provided. These same people should not be overlooked as a rich source of assistance in the classroom as well.

X. SHORT RANGE PROCESS GOALS	1978-79 SHORT RANGE GOALS	ACTIVITIES/STRATEGIES	WHO'S RESPONSIBLE
(1) To expand and modify career education curriculum including, but not limited to, experiential learning in both academic and vocational education.	1. To promote changes that will help infuse career education into the curriculum.	1. In June, 1978 conduct a three day workshop for representatives from the eight target school districts.	SBE for policies and motivation. SDE and Northwest Regional Laboratory.
	2. To further develop local district plans for implementation of career education strategies.	2. In August, 1978 continue to work with eight target school districts in an accelerated career education program.	SDE, Advisory Council and SBVE for leadership development and implementation.
	3. To obtain federal, state and local support, including fiscal assistance, to affect curriculum change.	3. Provide intensive follow-up workshops for eight target districts interspersed with on-site visitations by SDE training personnel.	
	4. To develop state career education information/resource centers.	4. Development of eight local district career education programs.	
		5. Training of staff members in eight districts.	
		6. Plan/implement regional conferences.	
		7. Continue to collect and disseminate career education resources.	
(2) To update the counseling services in Idaho to include career counseling, career guidance, career placement and follow-up.	1. To promote the updating of counseling services.	1. On Oct. 5,6 conduct a workshop on career counseling services.	SBE for policies and motivation.
	2. To further refine the state plan to include better defined activities/strategies for updating counseling services.	2. Plan/implement regional conferences.	SDE, Advisory Council and SBVE for leadership development and implementation.

SHORT RANGE PROCESS GOALS	1978-79 SHORT RANGE GOALS	ACTIVITIES/STRATEGIES	WHO'S RESPONSIBLE
(2) (Continued)			
	3. To obtain federal, state and local support including fiscal assistance to effect updating counseling services.	3. Continue to develop and refine the state plan.	
	4. To develop state career education information/resource centers.	4. Apply for federal, state and local support.	
		5. Continue to collect and disseminate career information/ resources.	
(3) To provide career education for all students including special groups (handicapped, disadvantaged and gifted/talented).	1. To promote the use of career education by special groups.	1. Offer consultative services for inservice training of teachers to include all special education personnel.	SBE for policies and motivation.
	2. To better define activities/ strategies for including career education in grades K-12 including special groups.	2. Plan/implement regional conferences.	SDE, Advisory Council and SBVE for leadership.
	3. To obtain federal, state and local support for special groups including fiscal assistance in career education programs.	3. Continue the efforts of developing and refining the state plan.	SBE, SDE, SBVE, Advisory Council, Consultants and Talent Bank.
	4. To develop state career education information/resource centers.	4. Apply for federal, state and local support.	
	5. To have within each school system career information that is not stereotyped or biased.	5. Maintain a statewide or area Talent Bank to aid local districts in elimination of stereotyping.	

SHORT RANGE PROCESS GOALS	1978-79 SHORT RANGE GOALS	ACTIVITIES/STRATEGIES	WHO'S RESPONSIBLE
(3) (Continued)			
		6. Develop effective activities/ strategies to assist school districts in selecting materials and programs that eliminate career stereotyping.	
(4) To eliminate the stereotyping of career opportunities.	1. To encourage the elimination of career stereotyping.	1. Upon request, on Oct. 5-6 conduct workshops.	SBE for policies and motivation.
	2. To further develop the state plan to include better defined activities/strategies for elimination stereotyping.	2. Plan/implement regional conferences.	SDE, SBVE and Advisory Council for leadership, development and implementation.
	3. To obtain federal, state and local support, including fiscal assistance, for elimination of stereotyping.	3. Continue to develop and refine the state plan.	
	4. To develop state career education information/resource centers.	4. Apply for federal, state and local support.	
		5. Continue to collect and disseminate career information/resources.	
(5) To involve business, labor, industry, professionals, government and community in career education.	1. To promote the use of community resources by the schools.	1. On Oct. 5-6 conduct career education workshop.	SBE for policies and motivation.
	2. Develop within the state plan better defined activities/ strategies for using community resources.	2. Plan/implement regional conferences.	SDE, SBVE and Advisory Council for leadership, development and implementation.

SHORT RANGE PROCESS GOALS	1978-79 SHORT RANGE GOALS	ACTIVITIES/STRATEGIES	WHO'S RESPONSIBLE
(5) (Continued)			
	3. To obtain federal, state and local support, including fiscal assistance, for promoting the use of community resources.	3. Continue to develop and refine the state plan.	
		4. Apply for federal, state and local support.	

XI. LONG RANGE PROCESS GOALS	1979-83 LONG RANGE GOALS	ACTIVITIES/STRATEGIES	WHO'S RESPONSIBLE
(1) To expand and modify curriculum including, but not limited to, experiential learning in both academic and vocational education.	1. Achieve curriculum change through inservice and pre-service training for educators.	1. Utilize the SDE Talent Bank for inservice training requests.	SDE working with the Advisory Council, Cadre and Consultants.
	2. Conduct an awareness campaign for local communities.	2. Develop effective activities/ strategies for Cadre utilization.	SBE, SDE, SBVE, Advisory Council, Talent Bank and Consultants.
	3. Encourage the selection of new textbooks which include career information.	3. Expand the 8 pilot school program to include as many new school sites as funds permit. (Dependent upon funding from PL-95-207)	
	4. Development of other appropriate goals.		
(2) To update the counseling services in Idaho to include career counseling, career guidance, career placement and follow-up.	1. Update and implement the Career Guidance Counseling Placement Guide.	1. Identify career education counseling needs - 1979-83.	SDE working with the Advisory Council and Talent Bank.
	2. To plan and implement pre-service and inservice programs for counselors.	2. Provide appropriate training and materials to guidance and counseling personnel based on needs identified.	SBE, Advisory Council, and Consultants.
	3. Promote the Teacher Advisor program in schools with an emphasis on career education.	3. Provide workshops in career guidance, counseling, placement and follow-up techniques as a part of a comprehensive pupil personnel service program.	
	4. Develop other appropriate goals.	4. Evaluate counseling programs.	
	5. To obtain federal, state and local support, including fiscal assistance, for career education programs for special groups.	5. Recommend changes in training programs for counselors based on evaluation results.	

LONG RANGE PROCESS GOALS	1979-83 LONG RANGE GOALS	ACTIVITIES/STRATEGIES	WHO'S RESPONSIBLE
(2) (Continued)			
	6. To develop career education information/resource centers.	6. Develop other effective activities/strategies.	
		7. Continue developing and refining the state plan.	
		8. Apply for federal, state and local support.	
		9. Continue to collect and disseminate career information/ resources.	
(3) To provide career education for all students including special groups (handicapped, disadvantaged, gifted/talented).	1. To provide programs that will allow every child to realize his/her potential and develop career interests.	1. Establish and maintain state-wide or area Talent Bank.	SBE, SDE, SBVE, Advisory Council, Consultants and Talent Bank.
	2. Develop other appropriate goals.	2. Develop effective activities/ strategies that will assist school districts in selecting career education materials and in developing special programs to meet the career development needs of their students.	
(4) To eliminate the stereotyping of career opportunities by race or sex.	1. To have within each school system career information that is not stereotyped or biased.	1. Establish and maintain a statewide or area Talent Bank to aid local districts in elimination of stereotyping.	SBE, SDE, SBVE, Advisory Council, and Talent Bank.

LONG RANGE PROCESS GOALS	1979-83 LONG RANGE GOALS	ACTIVITIES/STRATEGIES	WHO'S RESPONSIBLE
(4) (Continued)			
	2. Develop other appropriate goals.	2. Develop effective activities/ strategies to assist school districts in selecting materials and programs that eliminate career stereotyping.	
(5) To involve business, labor, industry, professionals, government and community in career education.	1. To have an advisory council for career education in each school district.	1. Assist in establishing an advisory council for career education in each school district.	SBE, SDE, SBVE, Advisory Council, Talent Bank, and Local Districts.
	2. To have community resource banks in each school district.	2. Develop effective activities/ strategies that will help school districts select and use advisory councils, develop community resource banks and develop work experience programs.	
	3. To promote an effective directed work experience program in each school district.		
	4. Develop other appropriate goals.		
(6) To provide for home and family involvement in career education.	1. To encourage programs that will train parents in methods for helping their children with career development.	1. Establish and maintain a Talent Bank to aid local districts.	SBE, SDE, SBVE, Advisory Council, Consultants and Talent Bank.

LONG RANGE PROCESS GOALS	1979-83 LONG RANGE GOALS	ACTIVITIES/STRATEGIES	WHO'S RESPONSIBLE
(6) (Continued)			
	2. To involve parents in the classroom as career resource people.	2. Develop easy-to-use guides that parents can use with their children.	
	3. To develop other appropriate goals.	3. Sponsor workshops for parents.	
		4. Encourage the use of parents in the classroom programs.	
		5. Develop other effective activities/strategies.	
(7) To provide teacher education programs at the pre- and inservice levels enabling career education to be implemented K-12.	1. To establish pre-service and inservice programs for educators.	1. Plan pre- and inservice programs by working with local education agencies, higher education, business, industry, government, labor, SDE and SBVE.	SBE, SDE. SBVE, Advisory Council and Consultants.
	2. To develop other appropriate goals.	2. Promote and conduct training programs.	
		3. Evaluate the training.	
		4. Revise programs based on evaluation.	

XII. EVALUATION OF THE STATE PLAN FOR CAREER EDUCATION

The evaluation of the state plan for career education* will focus on the following four aspects:

A. CONTENT EVALUATION

The major concern is the assessment of the objectives and the concepts which underlie the state's career education plan. A plan, to be well received for total implementation, must be based upon sound principles and a conceptual base acceptable to Idaho citizens. The following is a brief description of how each content aspect of the career education plan might be assessed:

1. Objectives

Two types of objectives must be evaluated during the 1979-1980 school year. These objectives include performance objectives and process objectives.

a. Performance Objectives

Objectives to be assessed in this category include development of programs at the local level which will foster:

1. Positive attitudes, values, and habits as workers;
2. Skills in decision-making, goal setting, job-hunting, job-entry, and job retention;
3. Use of career information and counseling resources to make wise career choices;
4. Self-assessments to gain information about self-concepts, interests, abilities, values, and aptitudes; and,

*Stufflebeam, David, "Evaluating Social Science Programs", Journal of Educational Technology, June-July, 1967

5. Understanding that work is important and that most jobs available can be fulfilled by both sexes and all races.
6. Understanding the relationships among school, home, work, leisure time, and life style.

To assess these performance objectives, the SDE will randomly sample students across the State of Idaho. This will help ensure a cross sample of all students. If possible, control groups and experimental groups of students will be identified. Career development inventories, such as, Career Maturity Inventory, Self Observation Scales, and Assessment of Career Development can be administered readily. Ex post facto assessment techniques can be used to ascertain the degree to which the performance goals have been achieved.

The State Department of Education will identify and encourage the use of career development inventories by participating LEA's. Such tools as the Career Maturity Inventory, Self Observation Scales, and Assessment of Career Development are readily available. Districts will also be encouraged to implement their own evaluations in their district plan for career education.

b. Process Objectives

Objectives to be assessed under this category include:

1. Efforts by the LEA to infuse career education into the curriculum;
2. Efforts by the LEA to develop a local career education plan;
3. Efforts by the LEA to obtain fiscal assistance to influence curriculum change, program development, and inservice training programs;
4. Efforts by the LEA to update school counseling services to include career guidance practices;

5. Efforts by the LEA to provide career education for exceptional (handicapped, gifted/talented) students;
6. Efforts by the LEA to eliminate sex stereotyping in curriculum offerings and counseling services; and,
7. Efforts by the LEA to help students understand the relationships among school, work, leisure time, and life style.

To assess these process objectives, the SDE will develop questionnaires and survey forms to determine the degree to which LEA's are implementing their career education plan.

Such an evaluation procedure will provide the SDE with two kinds of evaluative data: formative data and summative data. Formative data will provide the SDE with information to make decisions about the procedures used by the LEA's to accomplish career education goals; summative data will provide the SDE as well as the LEA with information about the degree to which career education goals have been accomplished.

2. Concepts

The types of concepts to be assessed underlie the basis of the state's career education plan. Concepts to be assessed include:

a. The relationship between school and the world of work is important for career education.

b. Career education is for all students.

c. Career awareness, exploration, preparation, and placement are important.

d. Positive attitudes about self and others are important for healthy adjustments in the world of work and life.

e. Learning how to make and implement decisions are important for career education.

f. Sex stereotyping within the curriculum and guidance services are detrimental to career education.

g. Basic skills are important for developing good career education placement outcomes.

h. Choice-making should encompass career alternatives.

These are some of the concepts in need of assessment. Evaluation is important because agreement of the concepts underlying the state's career education plan provide the basis for support. Both formative and summative evaluation procedures can be utilized. Both kinds of procedures can provide the SDE with data upon which to make objective decisions about concepts underlying its plan. What is important about assessing the goals and concepts of a plan is that ultimately such evaluation leads to the identification and implementation of new goals and concepts which solve problems and lead to planning for new changes.

The importance of these concepts to the state plan will be updated on an on-going basis by the Advisory Council for Career Education.

B. INPUT EVALUATION

The major concern of input evaluation is the assessment of teacher and counselor skills and attitudes, public attitudes and values, labor and industry concerns, and in general the types of resources and materials available for developing and implementing career education programs in Idaho. An examination of these ideas and resources is essential for making decisions and identifying alternatives within the career education plan.

To assess this dimension of the state plan, it will be necessary for the SDE to use inventories, questionnaires, and/or surveys to determine the feelings, attitudes, and beliefs held by Idaho residents toward career education.

What is important about assessing the attitudes, values, opinions, etc., of selected individuals is that eventually such information becomes useful when attempting to bring about attitudinal changes. Changes that are sought are those which reduce or eliminate negative feelings and produce positive ones in individuals. It only seems reasonable to suggest that for career education to be successful in schools and supported by the general public at large, it must be looked upon favorably by those who are currently or who will eventually support it. Without school and public support, career education, no matter how good the intentions, will not succeed.

C. PROCESS EVALUTAION

The major concern of process evaluation is the assessment of the strategies, processes, and activities that have been utilized to implement career education. If implementation procedures are sound, then the career education plan will take its first step toward success. The following will be evaluated within this dimension by auditing the degree to which:

1. Appropriate training materials have been developed and/or purchased for teachers and counselors;

2. Workshops have been implemented for school personnel and the lay public in Idaho;

3. Seminars have been developed to include aspects of home and family development in career education;

4. The SDE has continuously refined the state career education plan;

5. The SDE has developed a plan for federal, state, and local fiscal support for career education;

6. The SDE has begun to collect and file career information in regional administrative centers;

7. The SDE has publicized the state career education plan;

8. The state Advisory Committee on Career Education has been utilized during decision-making processes; and,

9. Special papers and documents have been prepared by the SDE to be used for special interest groups.

What is important about auditing the variables constituting the process activities and/or strategies of the state plan is to determine what the SDE has specifically accomplished to implement the state career education plan. It is important to assess these activities because if such processes are not effective, then new ones must be identified in order to fully implement career education.

D. PRODUCT EVALUATION

The major concern of product evaluation is to determine the degree to which the goals of the state plan have been achieved. The SDE is concerned with measuring quantitatively and qualitatively what has been accomplished. Evaluations must determine whether goals have been implemented and to what degree. Such information is useful in identifying better ways of insuring program success.

SUMMARY

This paradigm for evaluating the state's career education plan is a systematic approach of assessing specific variables within the plan. Such a paradigm's utility is unlimited. It can be used to (1) gather information (both formative data and summative data); (2) organize data; (3) analyze data; and, (4) interpret data. It is an evaluative paradigm easily understood by all.

EVALUATION CONTINUED

Evaluation of career education programs will be a responsibility of the Idaho State Department of Education and each local school district. The school district will maintain an ongoing assessment of all aspects of the local program while the S.D.E. will monitor career education activities statewide.

A. SDE EVALUATION PROCEDURES

The Department of Education will periodically assess the career education needs of local school districts, their pupils and communities. This survey will first provide a data base-line against which future progress and achievement can be measured. Formative data will be developed as school district projects and activities are monitored.

Pupil achievement in career development attitudes, career knowledge and other aspects of career education will be measured. Also, school district accomplishment with regard to program and curriculum development will be estimated through the use of ongoing survey techniques. This assessment will include the elements listed below for local district evaluation activities.

Procedures will be established for monitoring SDE internal activities related to career education. Information so derived will be used by the State Advisory Council for

Career Education to make recommendations for operational changes and for SDE administrative officers to act upon.

B. LOCAL DISTRICT PROCEDURES

The local school district will retain primary responsibility for detailed monitoring and evaluating its career education program. In the development of its implementation plan, the district will determine how the following elements will be evaluated:

1. Programmatic (Curriculum)

   a. Achievement of student competencies

   b. Acquisition of basic skills, career development attitudes, occupational/career knowledge, specialized vocational skills, employment/education readiness.

2. Operational elemen

   a. Curriculum infusion (development)

   b. Staff-development

   c. Staff assignment

   d. Career guidance, counseling and placement services

   e. Efficient and effective use of facilities and equipment

   f. Efficient and effective use of community resources

   g. Provision of programs for special populations (handicapped, disadvantaged, gifted/talented, etc.)

h. Activities related to sex-role stereotyping/racial bias

i. Needs assessment and evaluation

C. INSTRUMENTATION AND PROCEDURES

1. Needs Assessment

The base-line needs assessment was taken upon 54 local school districts. Succeeding surveys will use a stratified random sample of districts based on size, geographic location, and type, (i.e., rural, urban, etc.) Assessment instruments developed by SDE will be used. Data retrieved will be tabulated and subjected to correlation and other appropriate analysis for the purpose of determining the status of career education programs.

2. Program and Pupil Evaluation Measures

Estimates of pupil growth and progress in career development/career education competencies and objectives will be obtained through the use of specially constructed measurement instruments and/or available commercial products. A stratified random sample as described above will be used. The same sample group will be evaluated each year to determine growth trends. Appropriate analysis techniques will be applied.

In addition, information on pupil trends will be elicited from Needs Assessments reported to the SDE. These data will be compared with other statewide findings for the purpose of developing more effective teaching and counseling strategies and staff development activities.

XIII. DISSEMINATION PLAN

Information about career education practices, products, efforts and results will be sent to interested persons and organizations within the state.

A. Target populations for career education dissemination efforts will be:

1. Educators
2. Parents
3. Students
4. General Public
5. Business-Industry-Labor
6. Local and state governmental decision-makers
7. Special Interest Groups

There will be a close coordination between the dissemination efforts and continued resource gathering efforts. Dissemination of career education information will be a vital part of teacher training and retraining activities.

B. Methods of dissemination will include the following:

1. Mass Media

   a. Newspaper articles--successful local projects and stories of unique career education activities that have a statewide appeal;

   b. Television programs--30-second public service "spots" showing a wide variety of career activities and support from labor and industry. Specia;

three minute features can be used on news programs and more detailed presentations on public television will be encouraged if funds are available;

c. Feature articles in widely circulated publications;

d. Special documents/reports containing more detailed information will be supplied to schools and agencies;

e. Community information meetings;

f. Parent Teacher Association/Parent Teacher Organization conferences and meetings; and,

g. Inservice programs for educators, industry, labor, parents and others.

2. Methods

a. State news publications will give career education happenings and information. Parents, teachers, school board members, students and administrators will receive information through their various organizational media.

b. Television and radio stations throughout the state will be encouraged to carry public service announcements and special features on career education.

c. Newspapers will be encouraged to carry career education information.

d. Special reports, documents, position papers and surveys relating to career education will be available to education groups and others.

e. Parent Teacher Association and other parent teacher organizations will be encouraged by the State Department of Education to include a career education focus in selected meetings.

f. The State Department of Education will attempt to establish and cooperate in maintaining responsive and up-to-date resource and dissemination centers in career education.

g. Current career education practitioner and advisory council members will be utilized to disseminate career education information to the various geographic areas of the state.

h. The SDE will encourage the utilization of national leaders in the career education movement at state educational conferences.

i. Experienced based career education training and awareness meetings will be available for interested districts.

j. Idaho Talent Bank will recruit consultants to offer all phases of career education and experienced based career education implementations to local school districts.

k. The State Department of Education will distribute the Idaho State Department of Education Career Education State Plan, the Idaho Career Education Resource Guide, and the Career Guidance, Counseling Placement Guide to all L.E.A.'s and interested persons and groups.

XIV. FUNDING FOR IMPLEMENTATION

Aside from funding a career education consultant and office, there seems to be little chance that the State of Idaho will substantially fund career education in the near future. Most funding necessarily comes from local or federal sources. The SDE will offer non-financial support and consultation in planning and writing proposals. While a substantial amount of initial money is usually needed in the long run; career education is not an expensive program. Most programs cost more every year. The reverse might well be true for the concept of Career Education. There are substantial costs in the developmental stage of Career Education. However, as elements and concepts become infused and dovetailed with the regular school subjects, costs decrease.

Initial cost factors are manpower, inservice training for staff, and developing a system which includes audio visual, occupational information, and community-developed materials, etc. These will decrease in cost after the fourth or fifth year.

Some suggestions:

A. Use short-term and grant money in conjunction with local funds, but on a cautioned note--when outside monies run out, local funds must suffice.

B. Use vocational and Title IV C monies, but strive to have career education part of the district, not a part of Vocational Education and S.D.E. grants alone. Career Education is a concept not easily categorized under any one department.

C. Strive for local monies to support career education; perhaps a per-pupil allocation: $1.00 per student.

D. Any monies received from U. S. O. of Health, Education and Welfare (the Career Education Implementation Incentive

Act PL 95-207) will be distributed to the local districts according to Federal Guidelines.

XV. CURRENT AND PLANNED ADULT AND POST-SECONDARY CAREER EDUCATION ACTIVITIES

The career education office in the S.D.E. will maintain a collaborative relationship with all other departmental bureaus and divisions as needed to insure that effective support will be provided local districts in their implementation efforts. A collaborative relationship has been established between career education and the departments of Vocational Education, Adult Education, Employment, and Vocational Rehabilitation.

XVI. STATE CAREER EDUCATION PLAN, IMPLEMENTATION AND ADMINISTRATION BY STATE EDUCATION AGENCY

The career education plan implementation and administration will be carried out by the career education consultant of the State Department of Education with assistance from the State Career Education Advisory Council.

The State Career Education Advisory Council will continue to have a broad base involving business, education, labor, industry, management, government and others.

XVII. ORGANIZATION AND FUNCTION OF CAREER EDUCATION ADVISORY COUNCIL

During the 1976-77 school year, the State Board of Education selected, appointed, and defined the duties of the Idaho Career Education Advisory Council.

A. Duties of Career Education Advisory Council

1. Assist the State Department of Education, State Board for Vocational Education, public school systems

of Idaho and the state university system in their efforts toward developing and clarifying roles relative to career education;

2. Assist the State of Idaho in the development of a statewide comprehensive plan for career education;

3. Assist the State of Idaho in identifying financial resources to develop and implement efforts in career education;

4. Assist the State of Idaho to ensure equal and non-stereotyped career opportunities for all individuals enrolled in educational programs throughout Idaho;

5. Assist the State of Idaho to continuously review career education needs and concerns of youth;

6. Assist the State of Idaho as a source of public opinion, beliefs and information about career education;

7. Assist the State of Idaho in its efforts to ensure the adequate development of strategies to implement the career education state plan and identify potential Talent Bank members with expertise in career education who will serve as resources for the public school system;

8. Plan and promote informational programs, conferences, workshops etc.; and,

9. Review and suggest revision of the state plan for career education.

B. Representation on the Career Education Advisory Council

1. The State Department of Education: Leila Lewis, Consultant, Pupil Personnel/Career Education.

2. The State Board for Vocational Education: (the two bodies, SDE and SBVE, separate organizations, are under the State Board of Education and have close contact and program correlation); Janet Latham, Supervisor, State Board for Vocational Education, Home Economics Division, Boise, Idaho;

3. The State System of Higher Education: John Zaugra, College of Education, Idaho State University, Pocatello, Idaho;

4. State Advisory Council for Vocational Education: Don Brennan, Executive Officer, Vocational Education Advisory Council, Boise, Idaho;

5. Guidance and Counseling: Harold James, Department of Guidance and Counseling, University of Idaho, Moscow, Idaho;

6. Labor: Sam B. Greer, A.F. of L./C.I.O., Boise, Idaho; (one position vacant at this time);

7. Idaho Department of Employment: Ted Stamos, Boise, Idaho;

8. Idaho Trustees Association: (vacant)

9. Idaho School Administrators: Dale Thornsberry, Buhl High School, Buhl, Idaho;

10. Idaho Parent, Teachers Association: Ellen Munson, Sandpoint, Idaho;

11. Public School Teachers: Dora Wiedholz, Mexican-American Teacher, American Falls, Idaho; Robert Haakenson, Teacher, Coeur d' Alene, Idaho; Gary Doramus, Bilingual Program Director, Nampa, Idaho;

12. Various Industry-Business Groups: Mary Ann Olson, Department of Industry and Labor, Boise, Idaho; Dr. Bill Ewing, Veterinary Science, Boise, Idaho; Dave Hand, Executive of Motel and Hotel Association, Boise, Idaho;

13. Idaho Division of Tourism and Development: Paul Ralston, Division of Tourism and Industrial Development, Boise, Idaho;

14. Idaho Students: Mike Poe, Northwest Nazarene College, Nampa, Idaho;

15. Idaho Parents: Mary Spencer, Lewiston, Idaho;

16. Agriculture: Lawrence Knigge, Filer, Idaho (Mr. Knigge is also the Legislative Representative from District #24.);

17. Budget, Policy and Planning: Michele Liebel, Office of the Governor, Boise, Idaho; Gary Stivers, Department of Vocational Rehabilitation, Boise, Idaho; Donovan Douglas, Idaho Education Association, Boise, Idaho. The above are ex officio members to the Advisory Council and act as resource persons.

C. Plans for Expansion of Career Education Advisory Council

The Career Education Advisory Council will be expanded as the need arises and will include major representation from local education agencies. Ad hoc groups will be appointed and given assignments related to the implementation of the state plan. Educators and others throughout the state will be involved in various assignments and many will be on sub-committees with specific responsibility for career education in Idaho.

XVIII. ASSESSING THE CAREER EDUCATION NEEDS OF STUDENTS

The career education needs of students will be determined through various studies. Facts of "What is being provided" with values of "What ought to be provided" will be compared. The career education needs of regular students, the handicapped, the gifted and others having special needs will be determined from such studies.

The Needs Assessment surveys students at various levels of education, parents, business and industry for the identification of the unmet educational needs.

A. State Department of Education Responsibility

The State Department of Education will compile and analyze data from the statewide Needs Assessments provided by the local school districts.

B. Purposes of the Needs Assessments

From the data gathered through the local assessments, the State Department of Education will:

1. Establish priorities and activities for state plan updates and budgeting; and,

2. Inform administrative personnel of learner needs for career education.

XIX. ASSESSING NEED FOR TRAINING AND RETRAINING OF SCHOOL PERSONNEL

Providing services, assistance and leadership to local school districts in their development of a career educatio. program is a goal of the state plan. There is variation in career education knowledge and in the staffs of Idaho schools; therefore, it is important to identify individual needs and develop training plans to meet those needs.

A. STATE DEPARTMENT OF EDUCATION RESPONSIBILITY

1. Encourage the necessary competencies for school staff and prospective teachers to effectively implement career education;

2. Provide leadership, technical assistance and consultative help to local school districts in planning or implementing staff inservice training as well as developing and implementing career education programs for students;

3. Establish guidelines for expenditure of state and federal funds for teacher inservice workshops; and,

4. Provide regional and local career education workshops.

B. TEACHER AND COUNSELOR TRAINING INSTITUTION RESPONSIBILITY

1. Cooperate with the State Department of Education in assessing the amount of orientation and training in career education provided for teachers, counselors, administrators; and,

2. Provide orientation and training to teachers, counselors and administrators as the need is determined.

C. LOCAL SCHOOL DISTRICT RESPONSIBILITY

1. Assist in gathering of State Department of Education information regarding training teachers have had in career education; and,

2. Provide and promote career inservice training for school staff.

D. PROCEDURES

The State Department of Education will develop procedures and instruments for assessing the level of career education

exposure provided by teacher and counselor preparation institutions and local school districts. The SDE will provide direction and leadership to local educator associations and universities in meeting the needs identified. Following the assessment of need for training of personnel in career education techniques, a request for including career education for certification standards will be presented to the Idaho Professional Standards Board. If minimum standards are established, the SDE will encourage the development of programs in the various agencies for preservice and inservice training that will fill the needs identified in the assessment.

XX. PROVISIONS FOR IDENTIFYING EXISTING AND POTENTIAL RESOURCES

Existing and potential resources have been identified and published in a separate document Idaho Career Education Program Developers' Guide to Selected Resources prepared for the Idaho State Department of Education by the Northwest Regional Educational Laboratory, June, 1977.

A. PROVISIONS FOR DEVELOPING BOTH A SHORT-RANGE AND LONG-RANGE PLAN FOR THE DEVELOPMENT AND IMPLEMENTATION OF CAREER EDUCATION

1. Goals will be established through the use of advisory council sub-committees. Sub-committees will be representative of all groups involved in career education development and will have knowledge and expertise in specific areas of concern. The sub-committee will utilize the career education developmental concerns of self-awareness, career awareness, career exploration, decision making, career skills and job placement and retention to establish criterion on which to base career education needs assessment activities in Idaho.

2. Career education needs of the following groups will be included in an on-going assessment:

   a. All children in public and private schools grades K-12 to include gifted/talented and educationally disadvantaged children;

   b. Teachers' inservice needs in elementary and secondary programs;

   c. Students in teacher education programs; and,

   d. Counselors in elementary and secondary programs.

3. On the basis of needs assessment data, identification of state and local needs will be made.

4. Instructional goals for Career Education will be related to identified state and local needs.

5. Priorities will be identified in relation to state and local needs.

6. Performance objectives will be developed in identifying expected outcomes.

7. Determining strategies, activities and resources through the use of:

   a. Timelines

   b. Personnel

   c. Resources

   d. Recipients

   e. Objectives

8. In order to identify the process to implement the plan:

   a. A calendar of events will be developed to indicate the number and kinds of events and the completion dates of these activities;

   b. Internal monitoring will be the function of the career education staff and external monitoring will be the function of contracted external evaluators;

   c. A system will be developed to collect and maintain information necessary for the final submission and implementation of the state plan; and,

   d. Questions which may be taken into consideration during the monitoring process include:

      1. Was there significant advisory group involvement in the development of the state plan?
      2. Did members of the advisory group seem satisfied with their role in the development of the state plan?
      3. Was the development of the state plan and activities on schedule?
      4. Did the development of the plan follow the pertinent guidelines and accomplish what it was designed to accomplish?
      5. Were plan efforts focused on the specified target populations?
      6. Were the career education staff activities adequately related to the plan development as stated in the proposal?

7. Was the plan development economically efficient?
8. Was the project in phase with the fiscal calendar?
9. Does staff documentation indicate a degree of control adequate to insure accomplishment of project objectives?

STATE OF IDAHO

OFFICE OF
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

BOISE

ROY TRUBY

June 21, 1978

To : Members Career Education Advisory Council

From: Roy Truby, State Superintendent of Public Instruction

Few issues in education are as important to every student as what will be his or her life's work following the years spent in school. Career Education, a means of providing information to students about the many possibilities that face them, should be woven into the fabric of all other disciplines.

For a student to be free to choose, he or she must have a base of knowledge and experience that makes the choice meaningful. Career Education fosters this freedom of choice and deserves our thorough and ongoing support. The Idaho Department of Education supports Career Education and we will do our best to carry out the important responsibilities of the program. Further, we will seek the broad involvement of the community in developing the program.

Too many students and adults fail to see meaningful relationships between what they learn in school and what they will do when they leave the education system. Career Education, as it becomes a part of the school curriculum, will serve both to relate education to "real life" and to motivate students when they see a point to their learning beyond intellectual curiosity.

I pledge our support to Career Education and to what it will do for Idaho children.

RT:mw

XXI. MANAGEMENT OF THE PLAN AND STAFF

A. The state plan was developed under the leadership of the State Department of Education and the Career Education Advisory Council and will be administered by assigned staff members. As established by constitutional provision and legislative action, the local school districts of the state are the primary agencies for providing public education. However, as such they retain and exercise a high degree of local autonomy in matters relating to the instructional programs they provide. The boards of education of the local school districts and their appointed superintendents are responsible for the development and implementation of the instructional programs provided within their districts. It is within this system that the State Department of Education's chief role is to provide leadership and assistance to local education agencies. To facilitate this leadership role, the following guidelines will be utilized by the State Department of Education in the further development and implementation of the state plan:

1. The State Board of Education has established career education policies.

2. The career education consultant/director is funded by the State of Idaho.

3. All monies received from the United States Office of Education will be utilized in accordance with the already existing state guideline.

4. The career education Advisory Council will continue to serve in an advisory capacity. This Council was established in accordance with previously established guidelines as outlined on page III U.S.O.E. Grant #3 75-0201-011.

5. A tentative timeline is attached and will be further developed to identify the activities, objectives, practices and dates as they are to be implemented.

6. The hiring of an intern to assist in the development, implementation and evaluation of the state's plan has taken place.

7. The career education state plan will be coordinated with the State Board for Vocational Education.

8. Consultants will be employed to evaluate, revise and further develop the state plan.

IDAHO PLANNING REGIONS
With 1975 Population Estimates
CANADA
NEVADA
UTAH
WYOMING
OREGON
WASHINGTON
MONTANA
BOUNDARY
7,000
BONNER
20,300
I
KOOTENAI
46,800
SHOSHONE
18,600
BENEWAH
6,800
LATAH
27,900
CLEARWATER
9,500
NEZ PERCE
31,200
LEWIS
4,400
IDAHO
13,200
II
LEMHI
6,400
ADAMS
3,400
VALLEY
4,400
WASHINGTON
8,400
CUSTER
3,300
VI
CLARK
1,000
FREMONT
9,900
PAYETTE
14,400
BOISE
2,300
10,700
III
BUTTE
3,200
JEFFERSON
13,200
TETON
2,500
MADISON
17,100
CANYON
172,700
ADA
137,200
BLAINE
8,000
900
IV
BONNEVILLE
58,100
BINGHAM
32,300
ELMORE
19,800
OWYHEE
7,400
GOODING
10,500
LINCOLN
3,500
18,200
POWER
5,400
V
BANNOCK
56,600
CARIBOU
7,500
JEROME
14,000
MINIDOKA
TWIN FALLS
46,700
CASSIA
18,700
BEAR LAKE
6,300
ONEIDA
3,000
FRANKLIN
8,100

STATE AREAWIDE CLEARINGHOUSES IN IDAHO

STATE	**State Clearinghouse** Division of Budget, Policy Planning & Coordination Office of the Governor Statehouse Boise, Idaho 83720 Ph: 384-3900	**Statewide**
AREAWIDE CLEARINGHOUSES		
Region I	Panhandle Planning & Development Council Box 880, Wiggett Building — 3rd Floor 4th & Sherman Coeur d'Alene, Idaho 83814 Ph: 667-1556	Boundary, Bonner, Kootenai, Benewah, Shoshone
Region II	Clearwater Economic Development Association Box 8636 Moscow, Idaho 83843 Ph: 882-3470	Latah, Clearwater, Nez Perce, Lewis, Idaho
Region III	Ida-Ore Regional Planning & Development Association P.O. Box 311, 25 West Idaho Street Weiser, Idaho 83672 Ph: 549-2411	Adams, Valley, Gem, Washington, Boise, Payette, Canyon, Elmore, Ada, Owyhee
	Ada Council of Governments 525 West Jefferson Street Boise, Idaho 83702 Ph: 384-8950	Ada
Region IV	Region IV Development Association Box 236 — 160 West Avenue A Wendell, Idaho 83355 Ph: 536-5091	Camas, Blaine, Gooding, Lincoln, Jerome, Minidoka, Twin Falls, Cassia
Region V	Southeast Idaho Council of Governments Box 4169 Municipal Annex #5, — 403 North Main Pocatello, Idaho 83201 Ph: 233-4032	Bingham, Power, Bannock, Caribou, Oneida, Franklin, Bear Lake
Region VI	None	

XXIII. IDAHO STATE PLAN DEVELOPMENT TIMELINES

1977

	JULY	AUG	SEPT	OCT	NOV	DEC
Advisory Council Meeting	°					
Evaluate FY 77 Needs Assessments	°					
Review FY 77 State Plan draft and plan expansion	°					
Review NWRL final report	°					
Dept. of Vocational Ed. Career Guidance Conf., Moscow	°					
State Dept. of Education Sun Valley Conference	°					
Interview and hire intern from an Idaho university	°					
Submit final FY 78 State Plan to U.S.O.E.	°					
Draft of one and five year plan to Advisory Council	°					
Inservice training -SDE staff	°					
Finalize plans for Idaho career education regional conferences	°					
Inservice training made available to schools	°					
Initiate further development of State Plan	°					
Administer additional Needs Assessment survey	°					
Advisory Council meeting -Finalize one and five yr. plan (FY 78)	°					
Idaho Career Education Regional Conferences	°					
Evaluate additional Needs Assessment data	°					
Work on State Plan	on going					
Recruit career education talent bank members	on going					
Select evaluators	°					

IDAHO STATE PLAN DEVELOPMENT TIMELINES

1978

	JAN	FEB	MAR	APR	MAY	JUNE	JULY	AUG	SEPT	OCT	NOV	DEC
Select 9 Target Schools to evaluate State Plan and develop District plans	°											
Semi Annual report due U.S.O.E. Review evaluation		°										
Final first draft copy of State Plan ready for review			°									
Advisory Council review and submit changes for State Plan				°								
Advisory Council develop final draft					°							
Submit final State Plan to U.S.O.E.						°						
Final Evaluation of State Plan 'State Board approval)							°					
Print and disseminate State Plan								°				
8 Pilot Schools - EBCE Training									°			
Administrators Conference, Coeur d'Alene Key Hoyt, Keynote Speaker										°		
Statewide Conference, Pocatello											°	
Advisory Council meet to finalize 1978-79 Career Education program												°

GLOSSARY

Cadre	Statewide unit of educators and business/industry people who have been trained by the Department of Vocational Education to do inservice workshops and promote the use of community resources in the schools.
Career	As defined in Webster's New Word Dictionary, it is: "...one's progress through life or in a particular vocation, a profession or occupation which one trains for and pursues as a lifework..." In the minds of many, in fact, this term is synonymous with occupation, job or profession. However, career finds its etymological roots in the Latin word carrus which means vehicle. In our own English language it evolved in words such as car and carriage. Others state that is is a "going places word" a "course taken through life." Consequently, one's occupation or job is not synonymous with one's career. Rather, career speaks to the total life style in which an occupation may or may not be a vital unifying element.
COG	Council of Government
FY	Fiscal Year
K-12	Kindergarten through 12th grade
LEA	Local educational agency
NWRL	North West Regional Laboratory
PTA	Parent Teacher Association
SBE	State Board of Education

SDE	State Department of Education
SBVE	State Board Vocational Education
Talent Bank	The Talent Bank acts as a broker or "switchboard" coordinating local talent to school districts. The Talent Bank will encourage and facilitate interaction between various school districts with educationally talented individuals to broaden the expertise available.
USOE	United States Office of Education
Work	Work is conscious effort aimed at producing benefits for oneself and/or oneself and others.

APPENDIX A

PROCEDURES FOR REVIEWING STATE PLANS

Executive Order No. 75-9 and a Governor's letter dated July 29, 1975, prescribe that the Division of Budget, Policy Planning and Coordination is responsible for reviewing plans prepared by State agencies. Results of the review are to be returned to the Agency within a 30-day period. The following procedures will facilitate a proper review of State plans.

DAYS	PROCEDURES
1	A. As per the Executive Order, plans will be received by the Division and submitted to the State Clearinghouse for logging and assigning a number.
2	B. Plans will be forwarded to the appropriate planning/budget team and planning supervisor to initiate the review, prepare a brief abstract, and also determine what, if any, circulation for review would be appropriate for the plan or abstract. If circulation is desired, the planner will return the abstract with suggested reviewer list to the Clearinghouse. If no circulation is desired, the planner will return the abstract to the Clearinghouse with notice that no circulation is required.
14	C. The following will occur simultaneously:

1. Circulation is needed by Clearinghouse:

   a. COG's;

   b. Governor's Office;

   c. State agencies;

   d. Federal agencies;

   e. Others.

2. The review will be conducted by the planning/budget team according to specified criteria.

7 D. A summary of review will be submitted by the planner to the administrator with recommendations and request for signature. If there is a problem or need for negotiation, the planner will seek resolution and make recommendations before sign-off.

1 E. A signed review is returned to planner for preparation of a letter for the Governor's signature where required.

3 F. The letter is transmitted by planner to the appropriate Governor's staff member for the Governor's signature.

2 G. The letter is returned to the planner who sends the signed letter and plan to the department.

H. The final plan with a copy of the Governor's sign-off is deposited in the Clearinghouse/library.